

## Interpretive Mode



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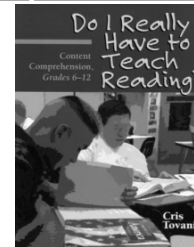
Keys to Planning for Learning: Effective Curriculum, Units and Lessons  
<http://www.actfl.org/publications/books-and-brochures/the-keys-planning-learning/>

August 2015

|                                |   |
|--------------------------------|---|
| Agenda                         | August Agenda.docx<br>Details Download 82 KB                      |
| World Readiness Standards      | World-ReadinessStandardsforLearningL...<br>Details Download 82 KB |
| NCSSTL-ACTFL Can Do Statements | NCSSTL-ACTFL Can-Do_Statements.pdf<br>Details Download 607 KB     |
| NCSSTL Global Benchmarks       | NCSSTL-ACTFL Global Can-Do Benchma...<br>Details Download 607 KB  |

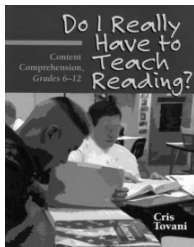
## Focus Questions

- How do I use authentic text to develop the interpretive mode of communication?
- How do I know if each individual student truly understands the text?
- What strategies can be used to enhance interpretive skills at all proficiency levels?
- How can I support literacy skills inherent in Common Core – close reading, textual evidence, etc.?
- How do I connect interpretive tasks to the essential question of the thematic unit?



Everyone is a reading teacher.

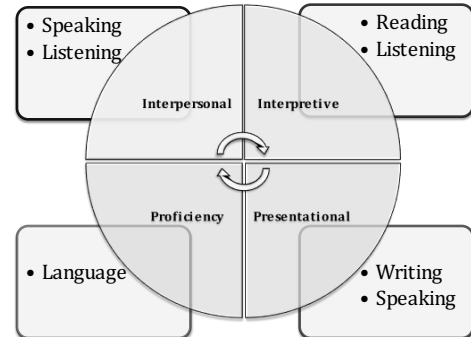
Teaching reading is as important as teaching content.



Are you a good, strategic reader in all content areas?

What have you struggled to read lately?

## Alignment of National Standards with Common Core State Standards



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## Common Core Anchor Strategies

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### Reading

**R1:** Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

**R10:** Read and comprehend complex literary and informational texts independently and proficiently.

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## Working with authentic text

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- Balance of Informational and Literary Texts
- Close Reading of Increasingly Complex Texts
- Use of Evidence-Based Arguments
- Interaction with Multiple Print, Auditory, and Visual Sources



Laura Terrill

## Common Core State Standards for English Language Arts and Literacy

Distribution of Literary and Informational Passages  
by Grade in the 2009 Reading Framework

| Grade | Literary | Informational |
|-------|----------|---------------|
| 4     | 50%      | 50%           |
| 8     | 45%      | 55%           |
| 12    | 30%      | 70%           |



Laura Terrill, Maine 2014

## Importance of Authentic Texts

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Authentic Text – text  
written by speakers of  
the target language for  
speakers of the  
language



- Real-world
- Culture rich
- Models of correct language

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## Selecting Authentic Text

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### Novice Range Interpretive Proficiency

Understands words, phrases, and formulaic language that have been practiced and memorized to get meaning of the main idea from simple, highly-predictable oral or written texts,  
**with strong visual support**

#### Is the text:

- Intrinsically interesting, rich in ideas?
- Cognitively engaging, intellectually challenging?
- Communicatively purposeful, relevant to the learner?
- One that explores an aspect of the essential question?

Laura Terrill

Le blobfish, que l'on pourrait traduire par «poisson-tache», existe vraiment dans les eaux du Pacifique. Malgré son physique peu ragoûtant, il est en train de concurrencer sérieusement les images de chatons mignons sur internet! Et il gagne même des prix. *1jour1actu* te raconte son histoire.



Beurk! Quelle drôle de tête! Pas de doute, c'est bien le blobfish qui a gagné l'élection de l'animal le plus laid!

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## Jean and Andre

Jean and Andre are brothers. Jean is older. The two go to a school which is found less than five kilometers from their home in Paris. Although there is a difference in age of three years between the two brothers, their grade levels are only two years apart. Andre is in sixth grade.

What grade is Jean in?

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Enriching Content Classes for Secondary Students (National Level)

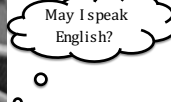
## Education Systems: U.S. and France

| U.S.<br>Grade Level | France<br>Grade Level |
|---------------------|-----------------------|
| 6                   | 6                     |
| 7                   | 5                     |
| 8                   | 4                     |
| 9                   | 3                     |
| 10                  | 2                     |
| 11                  | 1                     |
| 12                  | terminale             |

Laura Terrill, Maine 2014

## Using the target language

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## Ich habe zwei Heimatlaender



Laura Terrill, Maine 2014

## The Differentiated Classroom: Responding to the Needs of All Learners

A young teacher tried her hand at developing her first differentiated lesson plan. "Could you give it a look and see if I'm on the right track?" she asked me.

Her 4th graders were all reading the same novel. She had fashioned five tasks, which she was going to assign to students based on what she perceived to be their readiness levels. The tasks were to

- create a new jacket for the book,
- build a set for a scene in the book,
- draw one of the characters,
- rewrite the novel's ending or
- develop a conversation between a character in this novel and one from another novel they had read in class that year.

After I looked at the tasks, I asked a question I wish someone had insisted I answer daily in the first decade of my teaching: **"What do you want each student to come away with as a result of this activity?"**

She squinted and answered, "I don't understand."

I tried again: "What common insight or understanding should all kids get because they successfully complete their assigned task?"

She shook her head: "I still don't get it."

"Okay. Let me try another way," I paused. "Do you want each child to know that an author actually builds a character? Do you want them all to understand why the author took the time to write the book? Do you want them to think about how the main character's life is like their own? Just what is it that the activities should cause the students to make sense of?"

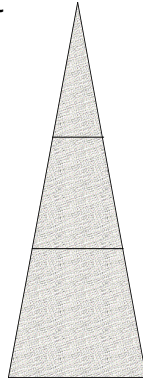
Her face flushed, and she waved her hand as if shooing away a bug. "Oh my gosh!" she exclaimed. "I thought all they were supposed to do was read the story and do something with it!"

## Traditional Format

Reading assignment given

Independent reading

Discussion to see if students learned main concepts, what they "should have" learned



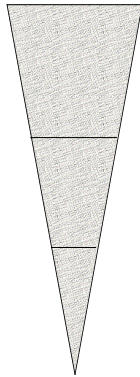
*Adapted from McREL blackline masters*

## The Blurvl Ceremony

The axtlzb is worn primarily by meebbs for the blurvl ceremony each kipto. It consists of a wlomb made of cygde and tied with a qorf. It is decorated with many hujas.

1. Describe the axtlzb.
2. Who wears an axtlzb?
3. What ceremony is it for?
4. Fill in the blanks: The \_\_\_\_ is worn by \_\_\_\_ for the \_\_\_\_.

## Strategic Format



Prereading activities:

- Discussion
- Predictions
- Questioning
- Brainstorming
- Setting Purpose

Guided ACTIVE silent reading

Activities to clarify, reinforce, extend knowledge

It is really quite simple. First you arrange things into different groups. Of course, one group may be sufficient depending on how much there is to do. It is important not to overdo things. That is, it is better to do too few things than too many. In the short run this may not seem important but complications can easily arise. A mistake can be expensive. At first the whole procedure will seem complicated. Soon, however, it will become just another facet of life. It is difficult to foresee any end to the necessity of it. After the procedure is completed one arranges the materials into different groups again. Then the groups can be placed in their appropriate places. Eventually, they will be used once more and the whole cycle will then have to be repeated.

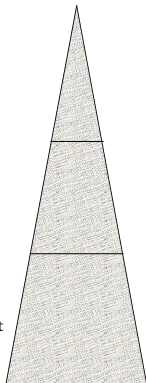


## Traditional Format

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Independent reading

Discussion to see if students learned main concepts, what they "should have" learned



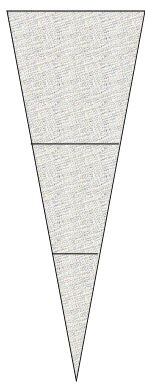
## Strategic Format

Prereading activities:

- Discussion
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- Brainstorming
- Setting Purpose

Guided ACTIVE silent reading

Activities to clarify, reinforce, extend knowledge



## Interpretive Mode

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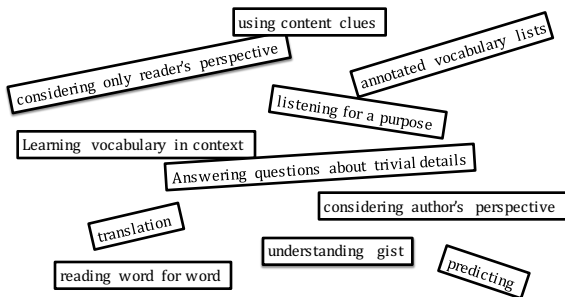
Learners understand, interpret, and analyze what is heard, read or viewed on a variety of topics.



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## Interpretive Communication is....

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## Interpretive Communication....

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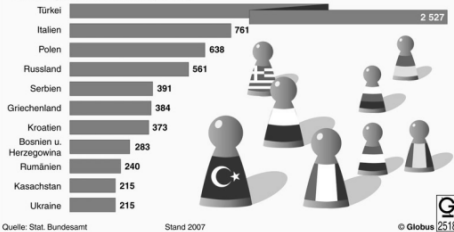
| is not  | is   |
|---|--|
| translation.  | context-driven understanding (gist).                                   |
| a hunt for trivial details.                                       | whole picture; mediating meaning with the text; a focused task.        |
| glossed readings; teaching all new vocabulary first.              | familiar words in new context; and new words in a familiar context.    |
| reading, listening or viewing from the reader's perspective only. | using the author's perspective and cultural perspective.               |
| reading word for word.  | re-phrasing chunks; retelling; predicting; and using structural clues. |

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### Migranten in Deutschland

In Deutschland leben 15,4 Mio. Menschen mit Migrationshintergrund (Zuwanderer und ihre Nachkommen)  
darunter 8,1 Mio. mit deutschem Pass

Die wichtigsten Herkunftsländer (in 1 000)



[http://www.plane-t-wissen.de/a/lt/ag\\_gesu\\_nd hei t/gas tar bei ter \\_u nd \\_migratio n/m igrations lan d\\_de\\_utsch lan d/i nde x.jsp](http://www.plane-t-wissen.de/a/lt/ag_gesu_nd hei t/gas tar bei ter _u nd _migratio n/m igrations lan d_de_utsch lan d/i nde x.jsp)  
ACTFL - Laura Terrill

## Before Reading

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- Discussion
- Prediction
- Questioning
- Brainstorming
- Setting purpose

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## Greet and Go / Tea Party

You have been given a strip of paper with a sentence from this article. Circulate and read your sentence to others. Do not expand on what the card says. Do not make any notes. As you hear what others say, think about what the text is about. Return to your small group and make a prediction.

## Anticipation Guide

Read the following 3 statements prior to reading the text and decide if you agree or disagree with the statement. Then, predict what you think the text will be about. As you read look for evidence to support your choice. When you finish reading, decide if you have changed your opinion.

Before reading After reading

- |   |                |                |
|---|----------------|----------------|
| 1. Teachers find it easy to read professional articles.                 | Agree/disagree | Agree/disagree |
| 2. Most teachers have organized systems for keeping track of new ideas. | Agree/disagree | Agree/disagree |
| 3. It's best to understand the theory before trying a new strategy.     | Agree/disagree | Agree/disagree |

## During Reading

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- Guided
- Active
- Silent
- Individual

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## Say Something

- Students pair and read a predetermined amount of text silently.
- When they reach the designated stopping point, they each need to say something. They can make a prediction, ask a question, make a comment or make a connection.
- If one person can't do one of the 4 choices, he/she needs to reread.
- The pair continues to read another section silently, alternating who begins to say something with each passage.
- Students may record their responses under column headings: prediction, question, comment or connection.

## The Armchair Professional

The title of this column alludes to the armchair traveler —that most happy of tourists — who, through reading vicariously visits the world without spending a dime. If only professional development were that inexpensive!

What I'm suggesting is professional development on the cheap. All you need is a magazine, journal, book, or Web site about teaching ESL/EFL. Other topics will do: foreign language instruction, human psychological development, for example. This publication will do excellently. Then, simply find a comfortable chair sitdown, and read. Well, not quite. One of the sad truths I've discovered about my self is that, if I sit in a comfortable chair I fall asleep. End of professional development. I'm not criticizing my colleagues' writing; it is simply a painful fact that most teachers don't sleep enough. I may sit down with excitement to read an article to improve my teaching and wake up 10 minutes later with no idea of what I've just read.....

excerpted from an article by Sheryl Slocum from the Essential Teacher, TESOL

## The Armchair Professional

After I have finished reading the article or book, I must put my copy or carefully labeled notes somewhere accessible. The filing system I developed at first consisted of five folders labeled Reading, Composition, Pronunciation, Grammar, and Listening. Soon, though, more folders squeezed in: Games, Effective Teaching, Language Acquisition, and others. Filing systems are particular to teaching situations and mental categories. The point is not to put the article and notes in a pile to be filed later. That pile is still on my desk. Later when I want to work with a class on, for example, the rhythm of spoken English, I leaf through my Pronunciation file. Usually, such an excursion turns up three to five ideas to try in class.

excerpted from an article by Sheryl Slocum from the Essential Teacher, TESOL

## After Reading

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- clarify
- reinforce
- extend knowledge

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## Sketch to Stretch

Create a symbolic representation of what the article means to you. Write your explanation of your drawing on the back of the drawing.



Sketch



Explanation

## R.A.F.T

| Role           | Audience       | Format           | Topic                                   |
|----------------|----------------|------------------|---|
| Tired teacher  | Other teachers | Notecard         | Best way to keep track of ideas         |
| Armchair       | Teachers       | Complaint letter | Too much snoring                        |
| Pile of papers | Index cards    | Thank you note   | Feeling organized                       |
| Teacher        | PDC            | Email            | Suggestion for professional development |

## Processing — Teammates Consult



Spend a few minutes talking with your colleagues about what you've heard. What might you continue to do? do differently?

Discuss with your group. Then, pick up a pen and write an answer in your own words.

## In Search of the Coquí



### ¿Hay flores que curan el cáncer?

¿A dónde van los científicos en busca de remedios?  
De las 3,000 plantas que se sabe tienen propiedades que combaten el cáncer el 70% son especies de bosques pluviales. La "players" ha ayudado a miles de niños con leucemia. Los científicos estudian los bosques de los trópicos, incluyendo los de Puerto Rico, con la esperanza de descubrir nuevas plantas milagrosas.

Laura Terrill, Maine 2014

## In Search of the Coquí

Students will travel to various sites in Puerto Rico in search of the elusive coqui. They will begin their search in El Yunque and will learn a bit about rainforests in general before exploring El Yunque in detail. They will then travel to other parts of the island in search of the coqui. As they travel the island they will visit various sites and encounter island specialties. They will work with a classmate to design their ideal short term vacation in Puerto Rico and will create a campaign that will draw attention to the endangered coqui.

Laura Terrill, Maine 2014

## Everywhere Coquis! / ¡En dondequiera coquíes!

Nancy Hooper  
ISBN 0942929144



A  
C  
T  
I  
V  
E

## A.C.T.I.V.E.

## Ask Questions

*Moving from text explicit to text implicit*

|             |          |              |
|-------------|----------|--------------|
| Who?        | What?    | When?        |
| Where?      | Why?     | Which would? |
| If....then? | Who can? | How did?     |



## A.C.T.I.V.E.

## Ask Questions

All the coquis lived quite happily in the rain forest. They slept all day and sang all night, and their numbers grew and grew. Even little coquí babies learned to sing their name "co-quí, co-quí, co-quí," soon after they were born.

All the musical coquí voices were loud and clear during the dark, tropical nights. But there was one problem.

Hundreds of green parrots lived in the same rain forest. And unlike the coquis, the parrots chattered all day....but slept all night. Or tried to.

## A.C.T.I.V.E.

## Connect:

- Text-to-self
- Text-to-text
- Text-to-world



Read aloud a short text and think aloud your comments.

|                  |                |
|------------------|----------------|
| Interesting idea | I'm confused   |
| I disagree       | Important idea |
| I remember       | I'm surprised  |
| I wonder         |                |

## A.C.T.I.V.E

## Connect:

- Text-to-self
- Text-to-text
- Text-to-world

At first, the parrots were mystified by the sounds they heard at night. Soon they became quite irritated by all the noise. "What kind of bird is it," they wondered, "that sings all night and sleeps all day? That is so rude!"

One night, the grumpy parrots shouted, "Be quiet, birds! Go to sleep so we can sleep too!"

But the coquis were coquis and not birds, and they did not understand that the parrots were shouting at them. They kept singing, "Co-quí, co-quí, co-quí."

## A.C.T.I.V.E

## Track Down

Determine the most important ideas and themes.

Word level - pick out the words that carry the meaning of the sentence

Sentence level - pick out key sentences

Text level - pick out key ideas, concepts and themes



## A.C.T.I.V.E

## Track Down

Now the parrots really got angry. They swooped down, looking everywhere for a noisy flock of birds. They searched high and low but no matter where they looked, they never found a single singing bird.

But they really frightened the little coquis! Hiding under the branches and leaves, they could see the parrots swooping and squawking.

So in the middle of the night, the terrified coquis silently hopped as fast as they could, out of the rain forest.... and away from the parrots.

## A.C.T.I.V.E.

## Making Inferences

Make inferences by creating personal meaning or by creating a meaning that is not stated explicitly.

Good readers use their prior knowledge and information from the text to draw conclusions, make judgments and predictions, and form interpretations about what they are reading. Allow great latitude for inferences provided that the reader can defend his or her inferences with a description of relevant, prior knowledge and specific text.





## A.C.T.I.V.E

## Making Inferences

The next morning, they came to the countryside. They were tired so they stopped to rest in the garden of a pretty pink house. As they rested, the coquíes watched the man and woman who lived in the house. They were both artists, and they made typical Puerto Rican crafts. Today they were making *vejigante* masks of *papier-mâché* to sell at festivals around the island; sometimes they carved miniature figures of the saints, called *santos*. The coquíes enjoyed living in the countryside, and their songs each night were joyful and loud. Again, the parrots became irritated and searched for the birds.....Again, the tiny frightened coquíes had to hop through the night.....

## A.C.T.I.V.E

## Visualizing

Create visual and other sensory images during and after reading.

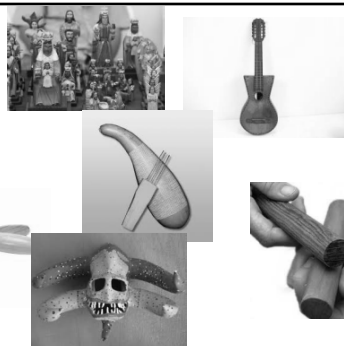


Ask students to read, discuss and then draw what they see happening in the text. Drawings should be done so that they can be shared with others. Students might also be asked to select a song that relates to the text.

## A.C.T.I.V.E

## Visualizing

claves  
güiros  
maracas  
cuatros  
vejigante masks  
santos



## A.C.T.I.V.E

## Eureka!

Retell or synthesize what has been read.



Good readers attend more directly to character, setting, conflict, sequence of events, resolution, and theme in fiction and to text patterns such as description, chronology, cause and effect, comparison/contrast, and problem/solution in nonfiction. They use their awareness of these elements to make decisions about overall meaning.

## R.A.F.T

| Role                  | Audience | Format | Topic   |
|-----------------------|----------|--------|---|
| parrot                | coquíes  | letter | Complaining about the noise   |
| parrot                | coquíes  | song   | Begging them to return  |
| coquíes               | parrots  | note   | Apologizing for keeping them awake                                  |
| people of Puerto Rico | coquíes  | poem   | Expressing how much you love their sounds and what they mean to you |
| ?                     | ?        | ?      | ?   |

## Les rythmes scolaires en Europe

(Classe primaire)

| Jours de classe dans l'année | Durée de la semaine | Vacances d'été   |
|------------------------------|---------------------|------------------|
| France 144                   | 4 jours             | 8 à 9 semaines   |
| Allemagne 188*               | 5 jours             | 6 semaines       |
| Royaume-Uni 190              | 5 jours             | 6 semaines       |
| Espagne 175                  | 5 jours             | 11 semaines      |
| Italie 200                   | 5 jours             | 12 à 13 semaines |
| Pays-Bas 110 environ         | 5 jours             | 7 semaines       |

\*208 en semaine de 6 jours

Source : rapport Schuman Sept 2011.

## Class Instruction in Target Language

### Les rythmes scolaires en Europe

(Classe primaire)

|             | Jours de classe dans l'année | Durée de la semaine | Vacances 2016    |
|-------------|------------------------------|---------------------|------------------|
| France      | 144                          | 4 jours             | 8 à 9 semaines   |
| Allemagne   | 188*                         | 5 jours             | 6 semaines       |
| Royaume-Uni | 190                          | 5 jours             | 6 semaines       |
| Espagne     | 175                          | 5 jours             | 11 semaines      |
| Italie      | 200                          | 5 jours             | 12 à 13 semaines |
| Pays-Bas    | 110 environ                  | 5 jours             | 7 semaines       |

\*2018 en semaine de 6 jours

Source : rapport Schuman Sept 2011

- Comparez le système de notre école avec les écoles autour du monde.
- Quel pays est-ce que tu préfères? Pourquoi?
- En considérant jours de classe quel pays....

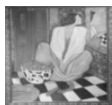


## Escuelas argentinas



## Barco de refugiados

59



no es posible hablar



Laura Terrill

## Barco de refugiados

Lorna Dee Cervantes

60

Como almidon maiz  
me deslizo, pasando por los ojos  
de mi abuela, biblia a su lado.  
Se quita los lentes.  
El puden se hace espeso.

Siento que soy un cautivo  
a bordo de un barco de  
refugiados.  
El barco que nunca atraca.  
El barco que nunca atraca.

Mama me crio sin lenguaje.  
Soy huérfano de mi nombre  
español.  
Las palabras son extrañas,  
tartamudeando en mi lengua.  
mis ojos ven el espejo, mi reflejo:  
piel de bronce, cabello negro

Laura Terrill



### Predict the story.



crow, fox, cheese, sing



ACTPL - Laura Terrill

### Predict the story.

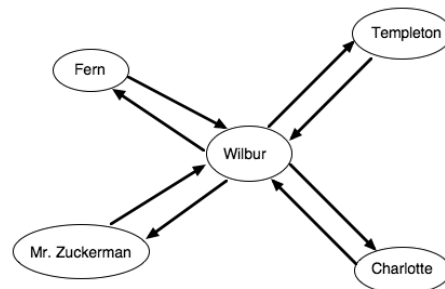


- \_\_\_ The fox says hello to the crow.
- \_\_\_ The crow is upset.
- \_\_\_ The fox gives advice to the crow.
- \_\_\_ The fox tricks the crow.
- \_\_\_ The crow sings for the fox.
- \_\_\_ The crow has a piece of cheese.

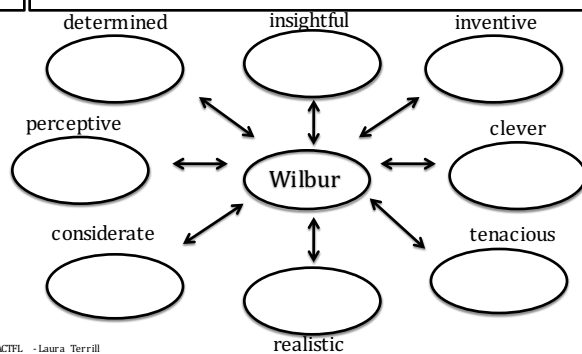
### Predict the story.

|          |             |            |
|----------|-------------|------------|
| spider   | little girl | state fair |
| generous | pig         | egg sack   |
| selfish  | farmer      | geese      |
| rat      |             |            |

### Story Map

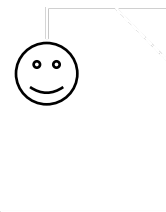


### Character Trait Map



ACTPL - Laura Terrill

### Hangman



g e n e r o u s

## Story Map

Characters: \_\_\_\_\_

Setting: \_\_\_\_\_

Problem: \_\_\_\_\_

The goal: \_\_\_\_\_

Event 1: \_\_\_\_\_

Event 2: \_\_\_\_\_

Event 3: \_\_\_\_\_

Event 4: \_\_\_\_\_

Event 5: \_\_\_\_\_

Antagonist: \_\_\_\_\_

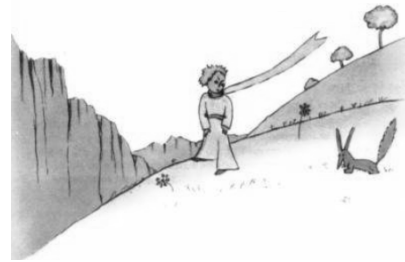
Protagonist: \_\_\_\_\_

Climax: \_\_\_\_\_

Point of view: \_\_\_\_\_

Message: \_\_\_\_\_

## Concrete / Relative / Abstract



## Concrete



Tell me what you see.  
What is going on in the picture? What did the character do in the story?

## Relative



Relate the picture or story to a personal experience..

## Abstract



Compare, contrast or connect the picture to an idea, to something else that is happening. What is the theme of the story?

COASTAL  
UNIVERSITY OF THE TEACHERS OF FOREIGN LANGUAGES  
PATTERN

## Bloom's Choice Board

|                              |                              |                              |
|------------------------------|------------------------------|------------------------------|
| remembering<br>understanding | applying<br>analyzing        | evaluating<br>creating       |
| applying<br>analyzing        | evaluating<br>creating       | remembering<br>understanding |
| evaluating<br>creating       | remembering<br>understanding | applying<br>analyzing        |

[http://www.odu.edu/educ/roverbau/Bloom/blooms\\_taxonomy.htm](http://www.odu.edu/educ/roverbau/Bloom/blooms_taxonomy.htm)

Laura Tottill, Maine 2014

## Literacy Tic-Tac-Toe

|  |   |  |
|--|---|--|
| Create a scrabble board by selecting a key word and connecting as many other words as possible. All words must be relevant to the text.  | Construct a graphic organizer that categorizes the main ideas and supporting details.<br>or<br>Develop a bloppem describing a character or one that gives the characteristics of a particular item or event. Incorporate information that is significant to the text. | Write a critique or an editorial justifying your opinion using excerpts from the text.   |
| Design a role play that highlights a conflict and attempts to resolve the conflict.<br>or<br>Create a concrete or abstract visual representation of a critical section and write an explanation of your artwork. | Create an advertisement/promotion for the text. Prepare a presentation that seeks to convince others to endorse your ad campaign.   | Brainstorm around a word. Create a concept web/map using words and drawings that are relevant to the text.   |
| Explore how the text might be different if you introduced a new character or changed critical facts. Explore what would happen if....  | Create an ABC book review of the text choosing words that begin with each letter of the alphabet. The words that you choose must connect to the text.   | Create a flashback from the viewpoint of a character or event in the text. Be sure that the flashback connects to the text and that it enhances the reader's understanding.<br>or<br>Write several questions that would allow you to understand the text better. Be sure that your questions expect others to think in different ways. |

Laura Terrill, Maine 2014

## Processing — Save the last word for me



Write an idea that you want to try and/or a question that you have. Turn the card over and explain a bit more about how you will use the idea. If you wrote a question, write your personal answer or what you think the answer might be.

## Save the Last Word for Me

(Dialogue Journals)

Locate five statements or quotations that you find interesting as a reader. Write the statement or quote in your journal or on one side of an index card. Then, write your comments or questions about the statement on the back side of the index card or in your journal. Share the quote in your small group inviting others to add their thoughts. Do not share your thinking until everyone in your group has given a reaction.

## Teaching Nonfiction Reading

We need to teach students:

- How to use the questions we give them and how to create questions of their own.
- How to use clues an author provides to identify main ideas and supportive details.
- How to successfully summarize and retell the important information both during and after reading.
- How to recognize the most common textual patterns — comparing and contrasting, explaining causes and effects, laying out a sequence of events, describing a process.

Adapted from Discovering Nonfiction: 25 Powerful Teaching Strategies



Juan Ponce de León, the explorer, was born in Valencia, Spain, in 1460. As a teenager he joined Spanish forces that defeated the Moors. In 1493 he accompanied Cristóforo Colombo in his second voyage to America. Later Ponce de León was granted a commission to explore Borinquen. He then set out to colonize the island of San Juan Bautista and build the first settlement called Caparra. He served as first governor from 1509-12. During his term as governor the island's name was changed from San Juan Bautista to Puerto Rico. Ponce de León went on to achieve other accomplishments. His tomb is found at the San Juan Cathedral in Old San Juan. His family estate is the Casa Blanca, another popular tourist site.

Laura Terrill, Maine 2014

<http://www.elboricua.com/BoricuaKidsh.html>

1



Read

3



Remember

2



Cover

4



Retell

## Retelling

1. Teacher reads a passage aloud.
2. Each student reads the same passage on their own, continuing to read and reread the passage until he is able to write a retelling in his own words.
3. Student writes a retelling.
4. Students share their retellings, noting the differences.

## Proof for / Proof against

| Proof For |   | Proof Against |
|-----------|---|---------------|
|           | Juan Ponce de Leon was born in Puerto Rico.                               |               |
|           | Puerto Rico was the name of the island when Christopher Columbus arrived. |               |
|           | Juan Ponce de Leon was very talented.                                     |               |

## Magnet Summaries

Students use this strategy to identify key words. Then, they use those key words to write a summary.

soldier explorer  
Columbus  
colony Puerto Rico  
governor, tomb, estate

Juan Ponce de Leon was a soldier and an explorer. He fought for Spain, then traveled to the new world with Columbus. There, he became governor of Puerto Rico. Today you can visit his tomb and his former home.

Buehl, 2001

### ¿Te fijas sólo en lo grande?

¡Lo pequeño es importante!

No pases por alto las plantas y los animales más pequeños. El Yunque aloja muchos pequeños habitantes sin los que el bosque no podría sobrevivir. Aquí no hay jaguares ni monos. Hay especies más pequeñas que ocupan el lugar que los animales grandes tienen en los bosques continentales.

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### ¿Hay flores que curan el cáncer?

¿A dónde van los científicos en busca de remedios?

De las 3,000 plantas que se sabe tienen propiedades que combaten el cáncer el 70% son especies de bosques pluviales. La "playera" ha ayudado a miles de niños con leucemia. Los científicos estudian los bosques de los trópicos, incluyendo los de Puerto Rico, con la esperanza de descubrir nuevas plantas milagrosas.

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## Proof for / Proof against

| Proof For |   | Proof Against |
|-----------|---|---------------|
|           | Animals in El Yunque are similar to those found in continental rainforests.                   |               |
|           | Many plants that cure cancer come from rainforests.   |               |
|           | Scientists feel they have already found most of the beneficial plants located in rainforests. |               |

## Literacy Review

Read each term. Place a **T** next to the word if you understand it well enough to teach someone else. Place **H** if you have heard of it. Place a **?** if the term seems new to you.

|  |  |
|--|--|
| <input type="checkbox"/> greet and go        | <input type="checkbox"/> logographic clues       |
| <input type="checkbox"/> most important word | <input type="checkbox"/> authentic text          |
| <input type="checkbox"/> RAFT                | <input type="checkbox"/> text-to-text connection |
| <input type="checkbox"/> retell              | <input type="checkbox"/> interpretive mode       |

Meaning does not arrive because we have highlighted text or used sticky notes or answered the comprehension worksheet.

Meaning arrives because we are purposefully engaged in thinking while we read.

- Tovani